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ABSTRACT

Citations from 1964 to 1977 are included in this annotated bibliography on teaching internships. Topical headings are as follows: (1) teacher interns; (2) parallels to teacher interns; (3) student teaching and teacher education programs; (4) studies of beginning teachers; (5) inservice programs and training programs for teachers; and (6) studies of effective teaching. The literature consists of journal articles and other published documents. (DS)

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Teaching Internships: An Annotated Bibliography

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B.3. Selected Annotated Bibliography

TEACHER INTERNS

Bondi, J.C. *A new kind of teacher for the New Middle School.* Arcadia, Florida: University of South Florida, 1973. (ERIC Document Reproduction Service No. ED079252)

This article presents the rationale for a preservice internship program for the middle school teacher. A list of activities and a model schedule are included.

Carlson, K. *Preparing urban high school teachers.* 1970. (ERIC Document Reproduction Service No. ED046835)

This is a brief review of the Rutgers University Urban Internship Program which is operated in conjunction with the New Jersey Urban Education Corps. The purpose of the program is to prepare liberal arts graduates for secondary school teaching in urban areas. The internship program consisted of half-day supervised teaching in school system and graduate coursework. The recruiting process and description of the interns selected are included.

The intern teaching program for college graduates. Philadephia, PA: Temple University, 1968. (ERIC Document Reproduction Service No. ED036478)

Report on the Intern Teaching Program. Philadelphia, PA: Temple University, 1967. (ERIC Document Reproduction Service No. ED034723)

These documents describe the Temple University Intern Teaching Program. A two-year graduate program consisting of full time teaching and coursework which leads to a provisional teaching certificate and a master's degree. The basic theme of the program is "humanized training through growing intern responsiblities for professional decision." Approximately 120 interns are admitted annually with more than eight out of ten graduates remaining in teaching. Also included in the 1967 document are a brief history, objectives of the program, course descriptions, and the program's design.

Julius, A.K. Britain's new induction plan for first-year teachers. *Elementary School Journal*, 1976, *76*(6), 350-357.

This article describes a British program for teachers during their probationary first year of teaching. Included in the program were courses at teacher centers and teacher-tutors.

Keith, L.T., Tornatzky, L.G. and Pettigrew, L.E. An analysis of verbal and non-verbal classroom teaching behaviors. *Journal of Experimental Education*, 1974, *42*(4), 30-38.

The objectives of this study were to construct an instrument to measure verbal and non-verbal teacher-learner classroom behaviors and to determine the relationships among verbal and non-verbal teacher-learner behaviors. Subjects were teacher interns in elementary schools. Videotaped observations were collected. Results indicated that the behavior rating schedule was operationally functional. Teacher interns' approval tended to be passively, nonverbally expressed whereas disapproval tended to be explicitly verbally communicated.

Marsh, D.D., Lyons, M.F., Freuler, B., Luke, A.W., Pierson, K. and Wheaton, W.M. *A study of teacher training at sixth-cycle teacher corps projects, vol. I, methodology and findings, final report.* Berkeley, California: Pacific Training and Technical Assistance Corp., 1974. (ERIC Document Reproduction Service No. ED098240)

This report describes the first phase of a longitudinal study of the sixth cycle teacher corps program focusing on the relationship between intern background characteristics, teacher corps program characteristics and intern exit characteristics. Data collection instruments are described. Analytic and descriptive results are reported.

Marsh, D.D., Lyons, M.F., Freuler, B., Luke, A.W., Pierson, K. and Wheaton, W.M. *A study of teacher training at sixth cycle teacher corps projects, vol. 3, supplementary statistical tables.* Berkeley, California: Pacific Training and Technical Assistance Corp., 1974. (ERIC Document Reproduction Service No. ED102098)

This is a report on the first phase of a two-phase longitudinal study of the teacher corps program conducted by Pacific Training and Technical Assistance Corporation. Technical and statistical data related to teaching skills, intern entrance and exit factors and the teacher corps program are presented.

Mazer, G.E. Attitude and personality change in student teachers of disadvantaged youth. *Journal of Educational Research*, 1969, *63*, 116-20.

This is a study of a two phase spring and summer graduate training program for 53 novice teachers preparing to teach disadvantaged youth. In the first phase the student did readings and attended lectures and had a part-time field placement. In phase 2, the students engaged in paid internships in elementary schools. Results indicated that the training procedures were beneficial to preparing the teachers to work with disadvantaged youth.

Otto, H. and Bessent, W. *Evaluation of an experienced teacher fellowship program.* 1970. (ERIC Document Reproduction Service No. ED051077)

This is a description and evaluation of a 12-month postgraduate program to develop better leadership in urban elementary schools in disadvantaged neighborhoods. Fellows had a master's degree and at least 3 years of teaching experience. Included in the document are recruitment procedures, goals and program components, program design, and student evaluation and appraisal.

The Prairie View A and M University experimental elementary education program. 1975. (ERIC Document Reproduction Service No. ED117115)

This article describes the development and design of a preservice internship program. The program is competency based. Information on program objectives, personnel, budgeting, program evaluation, and contributions to teacher education.

Ryerson, N.E. *Exploratory study and planning for a fourth-year, paid internship teacher education program for both elementary and secondary school teachers: final report.* Pella, Iowa: Central College, 1967. ERIC Document Reproduction Service No. ED018013)

This document describes a prototype pattern for a four-year and five-year internship pattern. The results of the study implied that a summer school session is needed to supplement the internship program. Results also indicated that internship programs may be effective procedures for developing high-level skills required of teachers.

Short, E.H. *Teacher corps at New Mexico State University, final narrative report: cycle II.* 1969. (ERIC Document Reproduction Service No. ED042702)

This document describes the two year teacher corps program at New Mexico State University. The program consisted of preservice and inservice. Preservice consisted of laboratory and seminar classes. Inservice combined internship in the public schools with campus classes. Corpsmen participated in diversified and individualized community activity. The program goals were: (1) to provide assistance to disadvantaged youth from teacher-interns, (2) to provide strong preparation for teaching and (3) to explore new approaches leading to the development of more effective and efficient teacher education programs.

Shuman, R.B. An MAT Program for the 80's. *The Western Carolina University Journal of Education*, 1976, *8*(1), 29-32.

This article presents an historical overview of MAT programs. The author proposes changes that should take place to make these programs more relevant. He proposes an internship which would focus on three types of internships settings: unusual domestic or foreign school, the typical school and prison. The internship would be preceeded by summer coursework and supervised tutoring experiences.

Staropoli, C.J. *An empirical investigation of a post-baccalaureate internship teacher preparation program.* Dover, Delaware: State Department of Public Instruction, 1972. (ERIC Document Reproduction Service No. ED083125)

This document presents a description and evaluation of a postbaccalaureate internship program. The program's objective was to prepare baccalaureate graduates in fields other than education to become elementary school teachers. The program consisted of formal coursework in education and a nine month supervised internship. The program was organized under the Delaware State Career Ladder Plan and the Education Professions Development Act.

The teacher education research center: annual report. Fredonia, N.Y.: SUNY at Fredonia, 1969. (ERIC Document Reproduction Service No. ED038343)

The Teacher Education Research Center is described. Its focus is on the period of teacher induction and the focus is on the first teaching experience. The program components and details of various projects are described. A rationale for the program is presented.

Uprichard, A.E., Bedics, R.A. and Greabell, L.C. *An attempt to modify the teaching behavior of elementary school interns through the use of a theoretical planning model.* Arcadia, Florida: University of South Florida, 1972. (ERIC Document Reproduction Service No. ED061286)

This study evaluated the efficiency of a theoretical planning model designed to identify, examine, classify and/or quantify instructional stimuli. The elementary school interns serving as subjects were enrolled in the Continuous Laboratory Experience Program, College of Education, University of South Florida. The data supported use of the model to modify the teaching behavior of interns.

Yarger, J. and Mintz, S.L. *A post hoc analysis of field negotiated content in a two-year competency-based teacher education program.* 1976. (ERIC Document Reproduction Service No. ED124496)

This paper describes the Syracuse Teacher Corps project. The program provided a bachelor's degree. Half of the interns time was spent on instructional teams in an inner city school setting and half was university course work. A system of negotiated competency agreements was utilized.

PARALLELS TO TEACHER-INTERNS

Cohen, R.J. and DeBetz, B. Responsive supervision of the psychiatric resident and clinical psychology intern. *American Journal of Psychoanalysis*, 1977, *37*(1), 51-64.

The article reviews the literature of psychotherapy supervision and presents a summary of effective supervisory techniques. The nature of the supervisory relationship is discussed.

Dana, R.H., Gilliam, M. and Dana, J.M. Adequacy of academic-clinical preparation for internship. *Professional Psychology*, 1976, *7*(1), 112-116.

This article reports the results of a questionnaire on academic-clinical preparation for internship, as well as, program adequacy. Respondents were generally dissatisfied with previous training.

Gordon, M.G. and Lincoln, J.A. Selecting a few residents from many applicants: a new way to be fair and efficient. *Journal of Medical Education*, 1976, *51*(6), 454-460.

This paper describes the development of the applicant selection procedure for hospital residents. A computer analysis is used for initial ranking of students.

Lorber, N.M. *Evaluating operation leadership-the principal internship program, April-June, 1967*. 1967. (ERIC Document Reproduction Service No. ED019739)

This document is a description of the ten week internship program for principals who were awaiting appointments as principals of New York City Schools with a preponderance of disadvantaged pupils.

Myerson, A.J.; Wachtel, A. and Thornton, J. Evaluation of a psychiatric clerkship by videotape. *American Journal of Psychiatry*, 1977, *134*(8), 883-336.

A videotape-based objective examination was used to assess the clinical competence of medical students who had completed their third year clerkship. It was concluded that the procedure can provide objective assessment of student competence.

Simmons, W.L. Clinical Training programs 1964-1965 and 1968-1969: a characterization and comparison. *American Psychologist*, 1971, *26*, 717-721.

This article presents data on clinical psychology training programs drawn from annual reports submitted to the American Psychological Association. It focuses on changes in program content.

Trump, J.L.; Anderson, J.P.; Georgiades, W.; Hatch, T.E.; and Heller, M.P. A report on the NAASP administrative internship project. *NAASP Bulletin*, 1969, *53*(333), 3-180

This is a report on the NAASP administrative internship program for principals. It presents: the design of the program, the role of the intern and his/her responsibilities, the role of professional organizations in determining the content and scope of administrator training programs, selection of internship sites and interns, reporting and evaluation procedures for interns, and describes different types of internship seminars. The article also presents a discussion of legal implications of the internship position. A discussion of possible problem areas is included with suggestions for handling the problems. A summary of activities to date and suggestions for improvement is provided.

Weiss, S.L. The clinical psychology intern evaluates the training experience. *Professional Psychology*, 1975, *6*(4), 435-441.

This is a study of the post-intern's perceived value of the internship. The necessity of a 2-way evaluation process is stressed.

STUDENT TEACHING AND TEACHER EDUCATION PROGRAMS

Corman, B.R. and Olmsted, A.G. *The internship in the preparation of elementary school teachers, a description and analysis of a program*. 1964. (ERIC Document Reproduction Service No. ED030612)

This is a descriptive analysis of Michigan State's Student Teacher Education Project (STEP) during its first five years of operation. Program design, implementation, recruitment and screening procedures, and problems encountered are presented.

Galvin, K.M. *A comparative study of student teaching in speech in Illinois-1966-1967*. 1968. (ERIC Document Reproduction Service No. ED042782)

The purpose of this study was to compare current teacher preparation programs and practices with the demands of beginning speech teachers in Illinois. A questionnaire format was used. A number of recommendations were in the area of student teaching and supervision of student teaching.

Grant proposal for continuation of federal support of selected components of the Project beacon training program (September, 1968-August, 1969). 1968. (ERIC Document Reproduction Service No. ED025474)

Project Beacon is an experimental demonstration program designed to develop new approaches to the preparation of effective beginning teachers of disadvantaged children in inner-city elementary schools. The program is administered by Yishiva University. Included in the proposal are program objectives and program components including descriptions.

Mayberry, C. Teacher competencies in urban schools. *Educational Leadership*, 1978, *35*(8), 640-643.

The author proposes a tentative list of criteria that characterize competent teachers of the disadvantaged. Included in the listing are: (1) academic preparation, (2) preservice internship, (3) personality, and (4) continuous professional growth.

Reddick, L.D. *To improve teachers for inner-city schools: final report.* 1967. (ERIC Document Reproduction Service No. ED013282)

This document describes a one year undergraduate teacher education program designed to prepare students to teach in inner-city elementary schools. The program offered special courses and lectured and teaching demonstrations.

Sarbaugh, L.E. and Bodaken, E.M. *An intern program of pre-student teaching experiences for speech communication majors.* 1970. (ERIC Document Reproduction Service No. ED051221)

A program initiated at Michigan State University to provide prospective secondary speech teachers with intern experiences in addition to student teaching. The student enrolls in the intern program concurrent to enrolling in his/her regular methods course. The objectives of the program, program design, student responsibilities and evaluation methods are described.

Strowbridge, E.D. *Cooperative program in teacher education: model for an educational complex.* 1970. (ERIC Document Reproduction Service No. ED053082)

This article describes a teacher education program ranging from college sophomore level to inservice for supervising teachers. In addition to student teaching, resident teacher experience is provided for those who have completed student teaching but desire additional classroom experience. A two-course inservice sequency is provided for cooperating teachers. The program is a cooperative effort between Oregon State University Division of Elementary Education and three elementary schools. An important factor in program success is two joint university-school appointments.

Tapper, E.W. and Fuller, D.A. *A study of the effect upon student teachers of a two semester internship in college freshman english classes: interim report.* 1969. (ERIC Document Reproduction Service No. ED029888)

This document describes a two-semester internship program instituted at Aurora College, Illinois. Prospective secondary English teachers were assistants in the teaching of college freshman English classes. Results indicated that those students with the internship experience gave evidence of gains in motivation, poise, flexibility, open-mindedness, and teaching insight in their student teaching experience as compared to those who did not participate in the internship program.

Teacher certification consortium for the preparation of elementary teachers. Seattle, Washington: Northline Teacher Certification Consortium, 1974. (ERIC Document Reproduction Service No. ED110410)

This proposal is concerned with the implementation of a field oriented, competency based elementary teacher preparation program. Included in the proposal are: (1) intern roles, responsibilities, and performance goals, (2) program competencies, (3) program design, (4) selection and placement procedures including forms used, and (5) evaluation and feedback procedures and forms.

Toledo teacher corps: an undergraduate program for the development of teachers for the inner city. 1969. (ERIC Document Reproduction Service No. ED042690)

The original proposal for the Toledo Teacher Corps program and a description of the first 6 months of operation are included. The program design is presented. The program is an undergraduate training program. It is designed to improve the educational process in urban poverty areas and to improve the training program for elementary teachers in such areas. Material on certification and degree requirements is included.

Warren, R.L. *Implications of ethnographic approaches for teacher training programs*. 1970. (ERIC Document Reproduction Service No. ED040158)

This document discusses the student teaching and internship field experiences and proposes a third type, the anthropoligical "participant-observer model." As a participant observer, the teacher trainee would work independently as a teacher in one classroom and would also observe other teachers in different schools and have discussions with them. The author also suggests the utilization of the anthropological technique of intensive study of one small group.

Elementary pre-student teaching center: a case study. 1975. (ERIC Document Reproduction Service No. ED117080)

This article describes a program developed for elementary education majors. Students spend three consecutive days each week within the public school. A major objective of the program is to integrate theory with the act of teaching. Students enroll in a course which enables them to explore aspects of classroom work.

STUDIES OF BEGINNING TEACHERS

Earp, N.W. and Tanner, F.W. A continuing study of the classroom and personal-professional attitude development of NTSU elementary graduates in their first year of teaching. *Research on Elementary Teacher Preparation Monograph*, 1975, 3.

An evaluation of the first year teaching experience of 112 graduates of North Texas State University. The findings indicated that teachers trained in the field fared better than those trained on campus; that first year teachers benefitted from a successful inner-city student teaching experience, and that primary grade experience elicited more positive effects than teaching of intermediate grades.

Florio, D.H. and Koff, R.H. *Model state legislation: Continuing profession education for school personnel*. 1977. (ERIC Document Reproduction Service No. ED147309)

A statement of the State of Illinois' role in professional development of inservice teachers. Model legislation is presented in two parts. Part A provides state support for continuing education in local schools or school districts. Part B is an experimental program designed to determine the benefits of extended school-site training for beginning teachers. Several alternative funding procedures are described. A bibliography of selected sources in continuing education, teacher education, research on teacher effectiveness, and related legal issues is provided.

Goldenberg, R. *The relationship between principals' and teachers' perceptions of the quality of college preparation for teaching competence*. 1975. (ERIC Document Reproduction Service No. ED131075)

This is a study of first year elementary school teachers and their principals. The purpose was to determine the perceptions of competency and preparation for teaching. Results indicated that while both teachers and principals gave approval to the undergraduate preparation, views differed and program improvements were needed.

Goodrich, R.J. Advisory teacher program benefits beginning teachers. *Clearinghouse*, 1969, *44*(1), 12-15.

This article describes a pilot program aimed at helping teachers adjust to the Cleveland Public Schools. Advisory teachers were appointed whose function was to assist first year teachers. The experiences of one advisory teacher are described and his suggestions for program improvements.

A guide for beginning teachers of reading, grades 1-4.

A guide for beginning teachers of reading, grades 9-12. New York: Board of Education of the City of New York, 1967, 1968.

These guides offer suggestions, descriptions of procedures, lesson plans, etc. to help the beginning teacher. A bibliography of related materials is included.

Kennedy, J.J., Cruickshank, D.R. and Myers, B. Problems of beginning secondary teachers in relation to school location. *Journal of Educational Research*, 1976, *69*(5), 167-172.

The purpose of this study was to compare the problems of recently trained secondary teachers practicing in four different school settings: inner-city, outer-city, suburban, and rural. The results supported the contention that certain kinds of classroom problems occur more frequently in inner-city schools, e.g., remediation, control, stimulating student interest, and professional autonomy. The authors suggest that special or added attention should be given to the problem areas by those students preparing to work in the inner-city.

Madden, M. The young teacher in the secondary school. *Trends in Education*, 1975, *4*, 18-23.

This article discusses factors which can affect the success of the induction period of first year teachers including: the context of a given school, staffroom politics, and pupil characteristics. A one-day conference on these issues in terms of overall school policy was discussed.

Marashio, P. A proposal for helping the beginning teacher. *Clearinghouse*, 1971, *45*(7), 419-421.

This article describes an inservice training program for beginning teachers developed in Salem, New Hampshire. There are four parts to the program: (1) internship, (2) interaction analysis, (3) seminars, and (4) observations. The internship program places each beginning teacher with an experienced cooperating teacher. Beginning teachers were required to keep a journal. The author felt that a comprehensive beginning teachers' inservice program is essential to education.

McDonald, F.J. and Elias, P. A report of the results of phase II of the beginning teacher evaluation study: an overview. *Journal of Teacher Education*, 1976, *27*(4), 315-316.

The Phase II Study was a multivariate analysis of teaching performances and learning. A central feature of the design was assessment of student learning and classroom observations. The authors describe the six papers which were published along with the overview on results and methodology.

Moskowitz, G. and Hayman, J.L. Success strategies of inner-city teachers: a year-long study. *Journal of Educational Research*, 1976, *69*(8), 283-289.

The classroom interaction of 10 best and 11 first year teachers in two urban junior high schools was analyzed over the course of a school year. Results indicated that new teachers had discipline problems which continued to grow as the year progressed. They used more direct behavior than best teachers, who maintained control all year and used more indirect behaviors.

INSERVICE PROGRAMS AND TRAINING PROGRAMS FOR TEACHERS

Adams, A.H. Structure and content of inservice education programs. *Education*, 1974, *92*, 13-16.

This article contains an examination of problems which generate a need for inservice education. An outline of the basic structure of inservice education programs and a discussion of major topics is included.

Andrews, L.O. Student teaching as a springboard for inservice education. *Theory into Practice*, 1975, *14*(1), 11-19.

This article presents the hypothesis that there is a need to build some continuity of student teaching into inservice education. It proposes a series of changes in preservice education to achieve this end. There is a discussion of teacher education centers in terms of the needs of vocational inservice teachers.

Borg, W.R., Langer, P., and Wilson, J. Teacher classroom management skills and pupil behavior. *Journal of Experimental Education*, 1975, *44*(2), 52-58.

This study looked at the effects of training a group of 20 inservice elementary teachers using the Utah State University classroom management protocol modules. A control group of nine teachers was used for comparisons. The differences were generally small and insignificant.

Borg, W.R. and Stone, D.R. Protocol materials as a tool for changing teacher behavior. *Journal of Experimental Education*, 1974, *43*(1), 34-39.

This is a study of changes in teacher training as a result of training with the Utah State University protocol modules. Nineteen inservice elementary teachers were studied using a single group pretest-posttest design. Teachers made statistically significant gains in 5 out of 7 specific behaviors covered in the training materials.

Britton, J.L. The elementary school counselor as participant observer. *Elementary School Guidance and Counseling*, 1972, *6*(3), 159-162.

This article describes the application of the concept of participant observer to the elementary school setting. It is suggested that the counselor as participant observer may provide additional information and opportunities for assisting teachers and students in more effective interaction.

Broskowski, A. Concepts of teacher-centered consultation. *Professional Psychology*, 1973, *4*(1), 50-58.

This article presents a program of consultation to inner-city junior high faculty. The consultants were graduate students. Consultations were on issues and concerns in the classroom.

Clark, C.M. Now that you have a teacher center, what are you going to put into it. *Journal of Teacher Education*, 1974, *25*(1), 46-48.

This article deals with the Program on Teaching Effectiveness at the Stanford Center for Research and Development in Teaching. The project's objective is to develop a model of the effective teacher. Teacher traits and behavior are analyzed in the social-emotional, cognitive, and organizational domains.

Edelfelt, R.A. *In-service teacher education-sources in the ERIC system*. 1975. (ERIC Document Reproduction Service No. ED099308)

A bibliography of 256 ERIC citations from 1973 and 1974 dealing with inservice teacher education. Includes suggested programs.

Hosford, P.L. Inservice education and the silent curriculum. *Education Programs to Improve Teaching Competence*, 1975, *39*, 1-3.

The author presents the thesis that human interaction processes (the silent curriculum) must be included in any competency based inservice program. A detailed discussion of teacher competency is presented.

Hrivnak, J.T. *The use of interaction and feedback in an inservice education model*. 1970. (ERIC Document Reproduction Service No. ED050036)

This is a study of a model of inservice education which utilized group interaction sessions and individual feedback to assist teachers in continuing their professional development. Teachers were given release time to participate in the program. Program evaluation indicated that the teachers felt that the model was useful in assisting them in developing and refining teaching competencies.

Wittmer, J. and Loesch, L. A workshop for facilitation teacher-student communication. *School Counselor*, 1974, *22*(2), 100-106.

This article describes a workshop designed to facilitate open communication among teachers and students as a step toward a positive interpersonal school climate.

Inservice Institute in Human Relations. Evansville, Indiana: Indiana State University, 1972.

The document presents a six-week summer institute and ten follow-up workshops on working with students from culturally different backgrounds. Program participants were school personnel. Program participants developed a program for their buildings.

Inservice Teacher Education Concepts Project Reports. Sponsored by the National Center for Education Statistics and Teacher Corps, 1976.

A series of reports on teacher inservice education and its problems. Report I deals with issues; II deals with the survey on inservice of 10,000 people in the education field; III presents an analytic review of the literature. Report IV is a collection of position papers and V is composed of eight papers on pluralism and social change.

Kimple, J., Nader, F.F., Munz, P. and Chasnoff, R.E. *Curriculum change through organizational change: a human relations training program in a school system.* Kindall Park, N.J., 1970. (ERIC Document Reproduction Service No. ED037385)

This document describes an inservice and preservice training program which included group dynamics or human relations training combined with a summer laboratory school. One component of the program was the undergraduate teacher intern program in which future teachers participated in a summer program involving human relations training and teaching in the experimental summer schools followed by a semester of teaching, consultation, observation and seminar work on teams composed of interns, teachers and college supervisors.

STUDIES OF EFFECTIVE TEACHING

Folsom, J. *Montana English teacher preparation and needs: Survey and action, 1973-1977.* 1976. (ERIC Document Reproduction Service No. ED136293)

This article presents the results of two surveys of Montana English Teachers. The authors concluded that teachers felt that College English programs seem to have disregarded actual teaching needs. Among those needs frequently mentioned by the respondents were: extension courses for graduate credit, better workshops and better internships and methods.

Jacobs, P.H. and Crisp, R.D. *The competency of Illinois secondary school english teachers in educational measurement and evaluation*. 1969. (ERIC Document Reproduction Service No. ED033933)

A study to determine the desirable level of competency in educational measurement and evaluation for beginning secondary school english teachers with a bachelor's degree. Results indicated that training in educational measurement was considered valuable for beginning English teachers.

Lippit, R. and Fox, R. Development and maintenance of effective classroom learning. *Improving In-Service Education: Proposals and Procedures for Change*. Boston: Allyn and Bacon, 1971.

This article presents suggested ways to aid the teacher in the learning process. Many suggestions for application are provided. A summary of the authors' teaching model is provided.

Moore, J.W. and Schaut, J.A. Stability of teaching behavior, responsiveness to training and teaching effectiveness. *Journal of Educational Research*, 1976, *69*(10), 360-363.

This study investigated the relationship of the stability of teacher behavior to teacher effectiveness and responsiveness to inservice training. Results indicate that teachers with stable and unstable teaching behavior were equally responsive to training.

Myers, C.L. *A twelve year study of teacher success and related characteristics, progress report, 1960-1965*. Long Beach, California: California State College, 1967. (ERIC Document Reproduction Service No. ED037378)

This study was designed to investigate the success of graduates in elementary education at California State College at Long Beach over a 12-year period. Information on data sources and technical data is presented. The results indicated that major causes of unsuccessful teachers are lack of classroom organization and lack of pupil response and responsibility.

Olszewski, R.W. and Doyle, W. Environmental influences on professional behavior: a case of elementary teaching. *Journal of Educational Research*, 1976, *70*(2), 55-59.

The present study focused on environmental influences on teacher behavior. The hypothesis under study was that increased colleague interaction and visibility among elementary teachers would affect classroom behavior. Results indicated that teachers in the experimental colleague-dependent structure shared a greater number of common teaching patterns, even though the range of behaviors did not differ from that found in the conventional setting. Implications are drawn for teacher training and evaluation.